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of some of the remaining topics. The book abounds in illustrations, most of them appropriate and well executed, especially those on the subject of animal industry.

C. F. PHIPPS

Travels in History. By MARK TWAIN. Selected from the works of Mark Twain by C. N. KENDALL, Superintendent of Schools in Indianapolis. New York: Harper & Bros., 1910. Pp. 170. 50 cents.

This volume, small in size but great in scope, contains well-chosen and carefully arranged selections from "The Prince and the Pauper," "A Connecticut Yankee in King Arthur's Court," and "The Personal Recollections of Joan of Arc." The book is timely, not only because of a general interest in the late "Mark Twain," but because these times demand literature that shall help to interpret, more directly, the spirit of our age to the growing young person. "In 'Mark Twain' we have the national spirit as seen with our own eyes," says Howells. In addition to the appeal mentioned, the selections have been admirably chosen so as to include adventure, pathos, much fun—in short, to present to pupils of the sixth, seventh, and eighth grades "Mark Twain" at his best.

JESSIE E. BLACK

Stories of the King. By JAMES BALDWIN. Chicago: American Book Co., 1910. Pp. 335. 50 cents.

In *Stories of the King*, James Baldwin has made a welcome addition to his already long list of supplementary readers for young people. These Arthurian tales, narrated as they are in twentieth-century English, make usable for immature readers some of the stories in Malory's *Morte D'Arthur*, adapted in content but too difficult in form for easy reading. The book may be used either as an introduction to a more serious study of the Arthurian legends, or to portray vividly to pupils in the intermediate grades what was noblest and most admirable in knighthood.

JESSIE E. BLACK

Voice Training for School Children. By FRANK R. RIX. New York: A. S. Barnes Co. Pp. 77.

In this book evolved from actual experience, we have a concise and clear statement of vocal method for use in schools. Mr. Rix explains the obstacles which arise in the effort to achieve good tone throughout the grades, and in simple, untechnical language gives ways and means of overcoming the difficulties. The text is arranged in paragraphs with headings in bold-faced type, facilitating the locating of special points. For teachers with or without professional training in the teaching of school music, this manual will be an inspiration to logical, intelligent work.

M. R. KERN